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ABSTRACT

This document includes reports of two follow-up studies of New River Community College graduates. The 1973 graduates in transfer programs, associate of arts, and associate of science degree programs are examined in terms of: (1) types of degrees and curriculums they completed; (2) their transfer status; (3) their evaluation of the New River Community College transfer program. The 1974 graduates in occupational-technical programs are studied in terms of: (1) their success in finding employment or transferring to other institutions; (2) their opinion of the programs and training at New River. Of the 48 1973 graduates in transfer programs, over 85 percent actually transferred, a large majority of whom (90 percent) transferred to local senior colleges. Transfer grade point averages, as compared with community college averages, showed a drop similar to those found in national studies. In the 1974 graduating class, graduates in occupational-technical programs numbered 238. Ninety-five percent of the graduates were found to be either working or attending other colleges. Within the employ group, 87 percent were employed in a field related to their area of study. Results of questionnaires mailed to graduates showed favorable responses to both the transfer and vocational programs at New River. Data are tabulated, and the survey instruments are appended. (Author/NHM)

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FOLLOW-UP STUDY OF NEW RIVER COMMUNITY COLLEGE TRANSFERS WHO GRADUATED IN THE 1972-73 SCHOOL YEAR

by

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April 8, 1975

JC 760 097

FOLLOW-UP STUDY OF NEW RIVER COMMUNITY COLLEGE TRANSFERS WHO GRADUATED IN THE 1972-73 SCHOOL YEAR

INTRODUCTION

In an age where accountability is becoming increasingly important, educational institutions are becoming more and more concerned about what happens to their product. With a relatively new community college system, it is even more important to determine what happens to the students in occupational-technical programs as well as transfer students after graduation.

The purpose of this study, then, is to examine:

1. The 1973 graduates (graduation classes of August 1972 and June 1973) in transfer programs, A.A. and A.S. degrees, in terms of
   A. Types of degrees and curriculums they completed
   B. Their transfer status
   C. Their evaluation of the New River Community College transfer program
2. The 1974 graduates (August 1973 and June 1974) in occupational-technical programs in terms of
   A. The success of graduates in finding employment and/or transferring to other institutions
   B. An appraisal of the students' opinion concerning the programs and training at the community college

The classes for study were selected as a part of a research project designated by the Chancellor's office.

The study will be divided into two parts:

Part I will follow-up students who graduated in transfer or A.A. and A.S. degree programs.

Part II of the follow-up will examine students who graduated in the occupational-technical programs.

PART I

TRANSFER GRADUATES

For the 1972-73 school year New River Community College graduated 48 students in transfer programs. Graduates by community college major are shown in Table I.

TABLE I

Number of Graduates by Community College Major

Major	Number		
	June	August	Total
Liberal Arts	1		1
Business Administration	12		12
Pre-Science	11		11
Pre-Teacher	9	2	11
General Studies	12	1	13
Total	45	3	48

Graduates among the transfer areas were about evenly divided with the exception of Liberal Arts. Students tend to steer away from the foreign language required for the liberal arts major. Many students have shifted from the liberal arts major to general studies because of the flexibility of the curriculum and the freedom to choose courses.

The ratio of men to women graduates was 3 to 1. This is approximately the same as the total college enrollment. (Table II)

TABLE II

Transfer Graduates by Sex

	Number	Percent
Male	36	75
Female	12	25
Total	48	100

The follow-up of these graduates was conducted using one or more of the following methods.

1. Questionnaires were mailed to all transfer graduates (Appendix A).
2. A follow-up of students who did not respond to the questionnaire was made by telephone in cases where students could be located.
3. In some cases college records were available for students who could not be contacted by one of the above methods.

The follow-up revealed that only eight students in the transfer program did not transfer. Seven of these students are working and one is a housewife. (Table III)

TABLE III

Status of Transfers
1973-74 School Year

	Number
Enrolled in college or university	40
Working full time	7
Housewife	1
Total	48

In the group of students who transferred three are known to have graduated from a senior college by this date, five are known to have dropped out of school, and one student joined the Navy after one year of college.

New River Community College has a relatively small transfer program in comparison with some other Virginia community colleges. However, it has a very high percentage of the students who graduate in the transfer program to transfer to a senior college. For the class of 1972-73, 83 percent transferred. (Table IV) This may be accounted for by the easy accessability of two senior colleges within easy commuting distance of the community college. (Table IV-A)

TABLE IV

Percentage of Graduates Going on to College

Number of Graduates	Graduates Transferring	Percent of Graduates Attending College
48	40	83.0

TABLE IV-A

Colleges Attended by 1973 Graduates

College	Number
Radford College	16
Virginia Polytechnic Institute and State University	20
Madison College	2
Medical College of Virginia	2
Total	40

Of the graduates who transferred, 90 percent attended either Virginia Polytechnic Institute and State University or Radford College.

Majors chosen by transfers covered a wide variety of areas. The largest number of majors were in the business related and social science areas. (Table V)

TABLE V

Transfers to all Colleges by Major at Senior College

Major	Number
Psychology	5
Business	4
History	1
Accounting	3
Management	2
Public Administration	1
Biology	2
Statistics	1
Pharmacy	1
Forestry and Wildlife	2
Nursing	1
Special Education	3
Early Childhood	1
Health and Physical Education	1
Horticulture	2
Sociology	2
Philosophy	1
Computer Science	1
Elementary Education	2
Physical Education	1
Social Work	2
English	1

An important element in any transfer study is an examination of grades earned by transfer students. Many national studies have been conducted on this area alone. These studies, in general, conclude that there can be as much as a letter grade drop in average the first year after transfer.

Another major finding from these studies is that grades vary widely from one community college to another and from one senior college to another.

An examination of grades earned by New River Community College transfers shows the mean grade point average earned by graduating transfers at the end of the first year was 2.291. (Table VI)

TABLE VI

Mean GPA Overall and by Sex for all Transfers

Sex	Number	NRCC	Transfer School
Male	30	3.141	2.246
Female	10	3.000	2.424
Overall Average		3.105	2.291

A comparison by male and female showed the average for females to be slightly lower than the average for males at the community college and slightly higher at the senior college. This figure must be looked at carefully, however, because of the small number of female transfers. (Table VI)

A comparison of grades earned at senior colleges showed that students earned slightly higher grades at Radford than at Virginia Polytechnic Institute and State University. Other schools cannot actually be compared because of the small number of New River Community College transfer students attending those colleges.

TABLE VII

GPA by Senior College Attended

College	Number	GPA
Radford	16	2.559
VPI & SU	20	2.131
Madison	2	1.770
MCV	2	2.265

Grade point averages may be grouped by high, average, and low for transfers. Any time this is done, however, care must be made in interpretation because grades cannot easily be explained or summarized. Grades

are influenced by many complex variables that affect the academic success or failure of a student. Table VIII provides a grouping of student grades. Many of the students with grades under 2.00 will graduate just as some of the students with over a 3.00 average will drop out of school. (Table VIII)

TABLE VIII

Transfer Grades Earned by GPA Grouping

	Number	Percent
Under 2.00	14	35.0
2.00 - 3.00	19	48.0
Over 3.00	7	17.0
Total	40	100.0

In comparing grades earned by students in various majors at the community college those students who graduated in Pre-Teacher and General Studies curriculums earned slightly higher grades at the senior college. (Table IX)

TABLE IX

GPA by Community College Curriculum

	Number of Graduates	GPA
Liberal Arts	1	.875
Business Administration	9	2.132
Pre-Science	9	2.293
Pre-Teacher	11	2.474
General Studies	10	2.372
Total	40	
Overall GPA		2.291

QUESTIONNAIRE FINDINGS

Students responding to a questionnaire about the transfer program at the community college rated the program high in all areas.

Over 80 percent of the respondents rated their overall training in the transfer programs as good to excellent.

While 50 percent of the transfer respondents indicated no loss of credit, 20 percent did lose credit. This may indicate a greater need for better articulation between colleges. However, a majority of students indicated satisfactory advice in selection of courses. Over three-fourths of the students felt that they had received adequate preparation for the four-year college.

English and math courses were most often mentioned in areas where students felt poorly prepared. An examination of student transcripts showed that many times students had not taken the math or English necessary for the advanced courses. Accounting courses and business statistics were also mentioned as courses in which difficulty was encountered. While English and math were mentioned as courses with poor preparation, they were included as courses in which students were well prepared. One may surmize from this that there were extremes in these areas. Students were either well or poorly prepared.

Student performance at senior colleges was about as they had anticipated.

Problems encountered at the senior colleges were largely obtaining advice and counseling and getting to know instructors.

Seventy percent of the students felt they were as well or better prepared than students from other colleges.

Almost 70 percent of the respondents rated the quality of instruction at the community college as good or excellent; none rated it poor.

SUMMARY

New River Community College has a very high percentage of students graduating in the transfer program transferring. Over 85 percent of the 1972-73 transfer graduates transferred. This is almost two times the national average. A large majority of these students (90 percent) transferred to local senior colleges--Radford College and Virginia Polytechnic Institute and State University. Of the eight students not attending college seven were working and one was a housewife.

Grade point averages were computed in several different classifications. Over 60 percent of the students earned a two-point or higher grade point average. The grade point average for students attending all colleges was 2.291. At least half of the students earning below a 2.00 average expect to earn averages high enough to graduate. Students attending Radford attained slightly higher averages than those attending other colleges. The percentage of students earning a B average or higher was 17 percent. This was the same as the percentage of native students earning a B grade or higher.

Transfer averages, when compared with community college averages, show a drop similar to those found in national studies.

Results of a questionnaire mailed to transfer students showed favorable responses to the transfer program at New River Community College. Students rated the overall training good to excellent and felt as adequately prepared or better prepared than students from other community colleges.

APPENDIX A

Transfer Students
Follow-Up Questionnaire

Office of Institutional Research
New River Community College

Name_____

Address (if different from that on envelope)_____

Major at NRCC_____

Date of Graduation_____

1. What is your present educational status? (Check the answer which best describes your situation.)
   - _____A. I am currently enrolled full-time at _____ (college or university).
   - _____B. I am currently enrolled part-time at _____ (college or university).
   - _____C. I was enrolled at _____ (college or university) but have temporarily dropped out.
   - _____D. I was enrolled at _____ (college or university) but have permanently dropped out.
   - _____E. I am working now and plan to return to school in the future.
   - _____F. I am working now and have no further educational plans.
   - _____G. I am neither enrolled in school nor working.
   - _____H. I am in the service.
   - _____I. I am a housewife.
   - _____J. I am continuing my education somewhere other than a 4 year college or university.
   - _____K. Other (specify)_____.

2. If you are not currently enrolled in a senior institution indicate the reason why. (Please check the one which best applies to you.)
   - _____A. My educational plans changed.
   - _____B. I found the adjustment from community college to senior college too difficult.
   - _____C. I was disappointed in the program for which I enrolled.
   - _____D. I found the work more difficult than I had anticipated.
   - _____E. I was unable to finance further education.
   - _____F. I decided to work full time.
   - _____G. I went into active military service.
   - _____H. Other_____.

3. By the end of fall quarter 1974 how much credit do you expect to have earned at institutions other than NRCC? _____. (Number of quarter hours.)

4. If you are enrolled in college what is your present major_____.

5. How would you rate the overall training which you received in your college transfer program at NRCC?
   - _____A. Excellent
   - _____B. Good
   - _____C. Fair
   - _____D. Poor

If you are not currently enrolled in college please return your questionnaire after you have completed question #3.

6. Did you receive full credit at the four year institution for all college level courses completed at NRCC?
   - _____A. Yes, I transferred all credits without loss.
   - _____B. Yes, I transferred all credits except the few courses that I knew wouldn't transfer.
   - _____C. No, I lost credit because courses were not accepted.
   - _____D. No, I changed my major.
   - _____E. No, I lost credit for a variety of reasons.

7. Did anyone at NRCC assist you with obtaining admission to the college your are now attending?
   - _____A. Yes.
   - _____B. No.

8. Was the advice you received (in selection of courses etc.) at NRCC satisfactory?
   - _____A. Satisfactory
   - _____B. Unsatisfactory

PLEASE COMPLETE QUESTIONS ON BACK

9. As general, do you feel that NRCC gave you adequate or inadequate preparation for your present study?
_____A. Adequate
_____B. Inadequate

10. Were there any courses in which you found yourself especially well or especially poorly prepared? List courses.

Well Prepared	Poorly Prepared
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. What is your approximate cumulative grade point average at the present time? (Check here. _____if this is not based on a 4.0 scale.)
_____A. Below 2.00
_____B. 2.0 - 2.49
_____C. 2.5 - 2.99
_____D. 3.0 - 3.49
_____E. 3.5 - 4.00

12. How would you rate you preformance at the college you are now attending?
_____A. Much higher than I expected.
_____B. Higher than I expected.
_____C. About the same as I expected.
_____D. Lower than I expected.
_____E. Much lower than I expected.

13. What difficulties, if any have you experienced at the college you are presently attending (check all that apply)?
_____A. Maintaining scholastic standards.
_____B. Meeting student competition.
_____C. Taking examinations.
_____D. Obtaining advice and counseling from instructors.
_____E. Getting to know instructors from whom I have classes.
_____F. Meeting people and making friends.
_____G. Getting involved in campus activities.
_____F. Other, specify.

_____

_____

14. Comparing yourself with students who came to the senior college as freshmen or who transferred from other junior colleges, do you feel:
_____A. Better prepared?
_____B. As adequately prepared?
_____C. Not as well prepared?

15. How does the quality of instruction at NRCC compare with that of the senior college?
_____Excellent_____Good_____Fair_____Poor

16. What could NRCC have done that it did not do to help you at the senior college?

_____

_____

17. NRCC would like to have your permission to use your senior college transcript for an academic follow up study.

I authorize you to secure my transcript if needed for follow up studies.

_____
Signature

Thank you for your assistance.

FOLLOW-UP OF 1974 GRADUATES IN OCCUPATIONAL-TECHNICAL PROGRAMS

by

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May 22, 1975

JC 760 097

FOLLOW-UP OF 1974 GRADUATES
IN OCCUPATIONAL-TECHNICAL PROGRAMS

PART II

GRADUATES IN OCCUPATIONAL-TECHNICAL PROGRAMS

In the 1974 graduating class at New River Community College graduates in the occupational-technical programs number 238 or 80 percent of the 297 graduates. Graduates in the occupational-technical programs by area of study are shown in Table I. It should be noted that these figures represent head count only. Nine students received more than one award, usually in a closely related area. For example, some graduates in Accounting also received a degree in Business Management.

Areas of graduation included ten degree programs, six diploma programs, and ten certificate programs. Programs having the largest number of graduates were degree programs in Drafting and Design Technology, Police Science and Electrical Technology. Degree programs and certificate programs had the largest number of graduates. The graduates in these programs increased over the previous year, while graduates in diploma programs decreased over the previous year. It appears that students who plan to attend college for two years prefer to take the additional courses needed in order to qualify for the degree rather than the diploma.

The ratio of men to women graduates was approximately 3 to 1. This parallels the total college enrollment and the enrollment in college parallel courses. (Table II)

TABLE I

NUMBER OF OCCUPATIONAL-TECHNICAL GRADUATES
BY AREA OF STUDY

AWARD	MAJOR	NUMBER JUNE 74	NUMBER AUGUST 73	TOTAL
AAS	Accounting	7	2	9
AAS	Automotive Technology	4		4
AAS	Business Management	11	1	12
AAS	Drafting and Design Technology	26	3	29
AAS	Electrical Technology	11	1	12
AAS	Electronics Technology	20		20
AAS	Instrumentation Technology	6		6
AAS	Machine Technology	13	1	14
AAS	Police Science	22	2	24
AAS	Secretarial Science	10		10
	Subtotal	130	10	140
Diploma	Auto Mechanics	7		7
Diploma	Community and Social Service	2		2
Diploma	Drafting and Design	1		1
Diploma	Industrial Technology	2		2
Diploma	Electronics	3		3
Diploma	Machinist	3		3
	Subtotal	18		18
Certificate	Business & Industrial Supv.	16		16
Certificate	Community & Social Services	1		1
Certificate	Drafting and Design	2		2
Certificate	Architectural Drafting	5		5
Certificate	Electrical/Electronics	1		1
Certificate	Electronics Communication	8		8
Certificate	Clerk Stenographer	14	1	15
Certificate	Clerk Typist	13		13
Certificate	Records Management	1		1
Certificate	Practical Nursing		18	18
	Subtotal	61	19	80
Total Occupational-Technical Programs		209	29	238
College Transfer Programs		51	8	59
TOTAL		260	37	297

Traditionally male or female oriented curriculums maintained their sex related roles with few or no graduates other than the sex traditionally associated with that area. In curriculums such as Accounting and Business Management where one would expect to find a more even distribution of the sexes, there were still few female graduates. (Table III)

Procedures

A follow-up study was conducted for all 1974 occupational-technical graduates using one or more of the following research techniques:

1. A follow-up questionnaire was mailed to all occupational-technical graduates (Appendix A). For the graduates who did not respond to the questionnaire, one of the following techniques was used to determine their occupation and place of employment.
2. Faculty members in each department were contacted to determine job classification and place of employment.
3. Telephone interviews were made for those persons whose occupations could not be identified through one of the above methods.

Using one or more of the above methods a 100 percent follow-up was obtained.

Analysis and Results

The present status of occupational-technical graduates is shown in Table IV. Of the total number of graduates in these programs, 95 percent are either working or attending college. Within this group 87 percent are employed in a field related to their area of study or are advancing their education. With the current economic conditions the three percent who are unemployed is well below the national average. Of those graduates who are working 97 percent are employed in Virginia.

TABLE II

Occupational-Technical Graduates by Sex

Sex	Number	Percent
Male	172	72
Female	66	28
Total	238	100

TABLE III

Graduates by Curriculum by Sex

Award	Curriculum	Male	Female	Total
AAS	Accounting	7	2	9
AAS	Automotive Technology	4		4
AAS	Business Management	8	4	12
AAS	Drafting and Design Tech.	29		29
AAS	Electrical Technology	12		12
AAS	Electronics Technology	20		20
AAS	Instrumentation Technology	6		6
AAS	Machine Technology	14		14
AAS	Police Science	24		24
AAS	Secretarial Science		10	10
Diploma	Auto Mechanics	7		7
Diploma	Community and Social Service	1	1	2
Diploma	Drafting and Design	1		1
Diploma	Industrial Technology	2		2
Diploma	Electronics	3		3
Diploma	Machinist	3		3
Certificate	Business & Ind. Supv.	15	1	16
Certificate	Community & Social Serv.		1	1
Certificate	Drafting & Design	2		2
Certificate	Architectural Drafting	5		5
Certificate	Electrical/Electronics	1		1
Certificate	Electronics Communication	8		8
Certificate	Clerk Stenographer		15	15
Certificate	Clerk Typist		13	13
Certificate	Records Management		1	1
Certificate	Practical Nursing		18	18
TOTAL		172	66	238

TABLE IV

Present Status of 1974 Occupational-Technical Graduates

		Employment Status						
		Related to Study	Somewhat Related	Unrelated	Attending College	Housewife	Unemployed	Total
AAS	Accounting	1	4	1	3			9
AAS	Automotive Technology	2	1	1				4
AAS	Business Management	5	2	2	3			12
AAS	Drafting and Design Tech.	17	4	4	3			29
AAS	Electrical Technology	5	1		6			12
AAS	Electronics Technology	6	3	1	8		2	20
AAS	Instrumentation Technolcgy	4			1		1	6
AAS	Machine Technology	12		2				14
AAS	Police Science	15	2	1	5		1	24
AAS	Secretarial Science	9				1		10
Diploma	Auto Mechanics	4	1	2				7
Diploma	Community and Social Service	1			1			2
Diploma	Drafting and Design			1				1
Diploma	Industrial Technology	1	1					2
Diploma	Electronics	2			1			3
Diploma	Machinist	3						3
Certificate	Business & Ind. Supv.	13	2	1				16
Certificate	Community & Social Serv.	1						1
Certificate	Drafting & Design		2					2
Certificate	Architectural Drafting	3	2					5
Certificate	Electrical/Electronics			1				1
Certificate	Electronics Communication	5	3					8
Certificate	Clerk Stenographer	11	1	1	1	1		15
Certificate	Clerk Typist	4	1	1	4	2	1	13
Certificate	Records Management	1						1
Certificate	Practical Nursing	13	2		1	1	1	18
	TOTAL	138	32	19	37	5	7	238
	PERCENTAGES	58.0	13.0	8.0	16.0	2.0	3.0	

The curriculums with the largest number attending college were degree programs in Electrical and Electronics Technology and Police Science. Local senior colleges are now offering baccalaureate degrees in these areas. Colleges attended by those occupational-technical students are shown in Table V. It was found that the largest number of students attending college returned to New River Community College. Many of the students who earned AAS degrees are returning to diversify their skills which will in turn provide them more employment opportunities. Those in diploma or certificate programs are returning to work toward a degree.

TABLE V

Colleges Attended by
Occupational-Technical Graduates

College	Number
New River Community College	16
Radford College	7
Virginia Polytechnic Institute and State University	7
East Tennessee State	2
Eastern Kentucky	2
Bluefield State	1
Emanuel College (GA)	1
Wytheville Community College	1
Total	37

An analysis of graduates by occupation or job title shows the largest number of graduates to be employed in business in a supervisory position, management position, or secretarial office work position. Large numbers of graduates were also employed in law enforement and drafting. Other areas employing a relatively large number of graduates included licensed practical nurse and electronics technician. Table VI.

TABLE VI

Occupation or Job Title of Those Employed

	Number
Supervisor	18
Management	14
Skilled Trade	6
Secretary/Office Work	27
Sales	3
Accounting	1
L.P.N.	13
Bookkeeper	2
Factory Worker	6
Bank Teller	1
Laborer/Equipment Operator	3
Draftsman	18
Clerk	2
Maintenance	3
Public Service	1
Self Employed	5
Aviation	2
Electrician	5
Electronics Technician	12
Machinist	7
Policeman/Law Enforcement	20
Mechanic	5
Engineering Technician	4
Serviceman	4
Instrumentation Technician	3
Instructor	4

The availability of jobs in the college service area is important in the placement of graduates. Within the college service area the largest number of graduates were employed by Virginia Polytechnic Institute and State University, Inland Motors, and White Motor Company. Other companies which employed a relatively large number of graduates were Lynchburg Foundry, General Electric in Salem, Pulaski Community Hospital, and Radford Army Ammunition Plant. (Table VII)

TABLE VII

Businesses Employing Five or More Graduates

Business	Number Graduates Employed
Virginia Polytechnic Institute and State University	19
Inland Motors	9
White Motor Company	8
Radford Army Ammunition Plant	7
Lynchburg Foundry	5
Pulaski Community Hospital	5
General Electric, Salem	5

The seven places of business shown in Table VII employ nearly one-third of those working.

QUESTIONNAIRE RESULTS

A questionnaire was mailed to each of the 237 graduates in the occupational-technical program. One hundred and sixty-seven were returned which represents a return rate of 70 percent.

The questionnaire was designed to:

1. Identify the present status of the graduates including their educational status.
2. Determine employment opportunities, salary and placement of graduates.
3. Evaluate the college program.

An analysis of the present status of graduates indicates that students are either employed full- or part-time or they are attending college. With Selective Service no longer in effect it is interesting to note that no graduates indicated being involved in military service. A majority of those persons employed part-time are currently attending college.

Educational plans of graduates clearly indicate that the occupational-technical porgrams offer an opportunity for on-going education. Of the respondents, 65 percent were enrolled in college on a full-time or part-time basis or planned to return to college sometime in the future. Only a small percentage (11) had no plans to further their education.

Salary ranges of graduates show almost half of the respondents earning between $5,000 and $7,999. Over one-fourth of the graduates earned between $8,000 and $10,999. Slightly over a sixth of the graduates earned salaries of $11,000 or higher. (Table VIII)

TABLE VIII

Salaries of Occupational-Technical Graduates

Salary	Number	Percent
Up to 4,999	16	12.2
5,000 - 6,499	36	27.5
6,500 - 7,999	21	16.0
8,000 - 9,499	18	13.7
9,500 - 10,999	17	13.0
Over 11,000	23	17.6
Total	131	100.0

Salaries of graduates in certificate programs compared favorably with those of AAS programs. Graduates in the certificate programs for Business and Industrial Supervision tended to earn high salaries (over $11,000), while graduates in Clerk Stenographer, Clerk Typist, and Nursing tended to earn less than $6,500.

A majority of graduates are working in fields related to their area of study. Those working in unrelated areas have either found a better paying job in another field or did not wish to move from their present residence. A small number (6) could not find a position in their field of study.

Another important factor in a study of occupational-technical graduates is job placement. Almost a third (30 percent) had the job in which they were employed before graduation. An equal number (30 percent) found jobs through parents, friends, relatives, or instructors. Only a small number of graduates (8 percent) found jobs through the placement office or an employment agency.

Graduates, when asked to evaluate the college program, considered the training they had received as good or excellent. (Table IX)

TABLE IX

Occupational-Technical Training

How would you rate the training which you had in Occupational-Technical Programs at NRCC?

Rating	Number	Percent
Excellent	68	40.7
Good	82	49.1
Adequate	13	7.8
Poor	--	----
No Response	4	2.4

It should be noted that no one rated the program poor.

The value of training received at New River Community College was again rated high. Eighty percent rated the training moderately or extremely helpful. Only two percent considered the program of little or no value.

The various areas of the total college operation such as teaching, equipment, and library also received good to excellent ratings. Those areas receiving lowest ratings were counseling and facilities.

The area that graduates indicated they knew least about was financial aids. Of those who evaluated this area, 60 percent rated it good or excellent. (Table X)

TABLE X

Evaluation of College Operation

	Excellent		Good		Fair		Poor		Do No Know		No Ans.	
	NO	PCT	NO	PCT	NO	PCT	NO	PCT	NO	PCT	NO	PCT
Overall college program	53	31.7	98	58.7	10	6.0	0	0	2	1.2	4	2.4
Teaching staff	65	38.9	78	46.7	19	11.4	0	0	0	0	5	3.0
Counseling	36	21.6	79	47.3	26	15.5	14	8.4	7	4.2	5	3.0
Financial aid	51	30.5	46	27.3	17	10.2	0	0	46	27.6	7	4.2
Variety of courses offered	59	35.3	77	46.1	24	14.4	2	1.2	1	.6	4	2.4
Facilities (building)	60	35.9	66	39.5	27	16.2	9	5.4	1	.6	4	2.4
Equipment	69	41.3	76	45.5	16	9.6	1	.6	1	.6	4	2.4
Library	61	36.5	85	50.9	12	7.2	2	1.2	3	1.8	4	2.4

SUMMARY AND CONCLUSIONS

The ratio of graduates in occupational-technical programs to transfer programs for the 1974 graduating class number 4 to 1. Graduates in certificate programs and degree programs increased over the previous year while graduates in diploma programs decreased. This may be explained by some of the following factors:

1. Some students have only resources enough to attend college one year.
2. A number of degree programs are now transferable.
3. It is more prestigious to be enrolled in a degree program.
4. The pay scale in industry differentiates between degree and diploma graduates.

It does not appear that students are having difficulty obtaining employment since only three percent reported that they were unemployed. Neither are they having difficulty finding jobs in their field of study.

The graduates who are working are also contributing to the Virginia economy. Only three percent took jobs outside the State of Virginia. In addition to those students who are working nearly a sixth are attending college on a full-time basis.

The largest number of transfer students were from the Electrical and Electronics Technology and Police Science curriculums. Radford College and Virginia Polytechnic Institute and State University have recently initiated degree programs which allows students to pursue baccalaureate degrees in their community college major.

The sex of graduates in the various curriculums tends to follow traditionally oriented roles for that curriculum. It appears that there should be some active recruitment to encourage students of the opposite sex to enter those curriculums which have been traditionally male or female.

Salaries of graduates cover a wide range. However, almost half of those employed reporting salaries on a questionnaire earned $8,000 or higher.

The chief source of job placement for graduates appears to be friends, relatives, and instructors with few people using the available service agencies to secure jobs.

The training in occupational-technical programs and the overall college operation was rated very high by the graduates. The quality of the various areas of the college operation was rated good to excellent. Areas receiving the highest ratings were the library, equipment, the teaching staff, and the overall college program. Counseling and facilities tended to rank lower than did other areas of the college operation.

It is suggested that follow-up studies of graduates continue to be made in order to evaluate programs and determine student needs.

TOTAL - 167

APPENDIX A

FOLLOW-UP STUDY
OCCUPATIONAL-TECHNICAL GRADUATES

Office of Institutional Research
New River Community College

Name _____ Year of Graduation _____

Degree _____ Curriculum _____

Permanent Address (if different from that on the envelope)

_____

_____

_____

I. Present Status

1. Check the item which best describes your present status.

77.8	130	A.	Employed full time	1.8	3	D. Homemaker
7.2	12	B.	Employed part time	6.6	11	E. Unemployed
0	0	C.	In military service	6.6	11	F. Other

2. If you are presently working part-time please indicate reason (check the choice which best applies to you).

.6	1	A.	I do not wish to work full-time.
.6	1	B.	I could not find a full-time job in my field of study.
.6	1	C.	I could not find any full-time job.
9.0	15	D.	Currently going to school.
1.2	2	E.	Other, specify _____
88.0	147		No Answer

3. What are your present educational goals?

15.6	26	A.	I am currently enrolled full-time in a college or university.
15.0	25	B.	I am currently enrolled part-time in a college or university.
16.7	28	C.	I plan within the next year to return to college.
17.3	29	D.	I plan to return to college some day.
1.2	2	E.	I am currently enrolled in a specific training program.
11.4	19	F.	I have no plans at the present to continue my education.
21.0	35	G.	My educational plans are unknown at this point.
1.8	3		No Answer

II. Education (Please complete this section only if you are enrolled full-time in a college or university; otherwise skip to Section III.)

3. In which college or university are you currently enrolled?

_____

4. Which of the following best describes your status? (Check one only)

10.8	18	A.	Junior	1.2	2	D. Professional school
3.0	5	B.	Senior	9.0	15	E. Other
0	0	C.	Graduate school	76.0	127	No Answer

III. Employment (Please complete this section only if you are employed full-time; otherwise skip to Section IV.)

5. Occupation or job title _____
Employer _____
Address _____
_____

6. What is your current yearly salary range?

12.2	16	A.	Up to 4,999	13.0	17	E. 9,500 - 10,999
27.5	36	B.	5,000 - 6,499	17.6	23	F. 11,000 or over
16.0	21	C.	6,500 - 7,999			
13.7	18	D.	8,000 - 9,499			

36 did not respond to this question

PLEASE COMPLETE QUESTIONS ON BACK

7. If you are employed full-time is your present position related to your area of study at New River Community College?

55.0	92	A. Yes, directly related to major
13.8	23	B. Yes, somewhat related to major
10.8	18	C. Unrelated to major

8. If you are employed in an area unrelated to your major area of study indicate the reason.

3.6	6	A. I could not find a job in my major field of study.
1.8	3	B. I found a better paying job in another field.
3.0	5	C. I prefer to work in another field.
1.8	3	D. I would not move from my present residence.
.6	1	E. Other _____
89.2	149	No Answer

9. Which of the following helped you most in getting your present job?

17.4	29	A. Parents, friends, or relatives
13.1	22	B. Instructors
4.2	7	C. College placement office
4.2	7	D. Employment agency
29.9	50	E. Had job before graduation
7.8	13	F. Other _____
23.4	39	No Answer

IV. Evaluation of NRCC

10. How would you rate the training which you had in your occupational-technical program at NRCC?

	A. Excellent	B. Good	C. Adequate	D. Poor	N/A
Pctgs.	40.7	49.1	7.8	0	2.4
Nos.	68	82	13	0	4

11. How would you rate the overall quality of each of the following at NRCC? (Please check one rating for each item.)

PERCENTAGES

	Excellent	Good	Fair	Poor	Do Not Know	N/A
A. Overall college program	31.7	58.7	6.0	0	1.2	2.4
B. Teaching staff	38.9	46.7	11.4	0	0	3.0
C. Counseling	21.6	47.3	15.5	8.4	4.2	3.0
D. Financial aid	30.5	27.3	10.2	0	27.6	4.2
E. Variety of courses offered	35.3	46.1	14.4	1.2	.6	2.4
F. Facilities (building)	35.9	39.5	16.2	5.4	.6	2.4
G. Equipment	41.3	45.5	9.6	.6	.6	2.4
H. Library	36.5	50.9	7.2	1.2	1.8	2.4

12. In your opinion, what is the value to you of the education you received at NRCC?

61.1	102	A. Extremely helpful
18.5	31	B. Moderately helpful
15.6	26	C. Helpful
1.8	3	D. Of little help
.6	1	E. No help at all
2.4	4	No Answer

11. How would you rate the overall quality of each of the following at NRCC? (Please check one rating for each item.)

NUMBERS

	Excellent	Good	Fair	Poor	Do Not Know	N/A
A. Overall college program	53	98	10	0	2	4
B. Teaching staff	65	78	19	0	0	5
C. Counseling	36	79	26	14	7	5
D. Financial aid	51	46	17	0	46	7
E. Variety of courses offered	59	77	24	2	1	4
F. Facilities (building)	60	66	27	9	1	4
G. Equipment	69	76	16	1	1	4
H. Library	61	85	12	2	3	4

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